

1997-98 KIRIS ASSESSMENT Open-Response Item Scoring Worksheet

Grade 11 – Arts and Humanities

The academic expectation addressed by the open-response item "Communication" is

2.24 Student has knowledge of major works of art, music, and literature and appreciates creativity and the contributions of the arts and humanities.

The **core content** assessed by this item includes:

Literature: Skills and Knowledge

Genres

Novels, short stories, plays, poetry, essays, biographies

Visual Arts: Skills and Knowledge

Art Processes

Two-Dimensional: drawing, painting

Music: Skills and Knowledge

Music Elements

Communication

The arts provide a means of communicating ideas and feelings in a variety of forms, such as poems, short stories, songs, plays, and paintings.

If you were asked to tell the story of your life, which of these forms (poem, short story, song, play, or painting) do you think would be the most effective? Explain your choice by naming some of the qualities that are unique to the form you chose.



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Score	Description
4	Student chooses one art form to tell life story. Student provides a detailed explanation of the effectiveness of the choice that focuses on qualities of the selected art form. Student shows a solid understanding of the art form and links the qualities and emotions/personality/details from his/her life.
3	Student chooses one art form to tell life story. Student provides an explanation of the effectiveness of the choice that includes qualities of the selected art form, but lacks explanation and detail. Student shows a good understanding of the art form and some connection to life and emotion or a solid connection with weaker understanding of form.
2	Student chooses one art form to tell life story. Student provides a general discussion of the art form and makes a limited connection to the effectiveness for telling a life story. Student shows a general understanding of qualities, but limited connections.
1	Student chooses one art form to tell a life story and attempts to make a link to the art form. OR Student discusses qualities of an art form without making link to the telling of a life story.
0	Response is totally incorrect or irrelevant.
Blank	No response.

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Poem

- use of imagery and poetic devices (metaphor, simile, alliteration, etc.)
- less restrictive in terms of use of language and grammatical structure
- rhyme and meter can enhance impact of words and ideas
- poetry is memorable—people can often quote lines from poems
- personal experience for the reader (not part of an audience usually)
- reader may have to search out meaning, and there may be multiple interpretations
- every word is carefully chosen

Short Story

- often portrays an event or pivotal experience
- has a structure with beginning, middle, and end
- personal experience for the reader to read

Song

- combines music and words—music enhances impact of words
- music can convey mood
- can use different styles to give different feelings
- very memorable-people can often recall songs
- more public performance
- repeat performances are easy to achieve
- music reaches across barriers of language
- lyrics can be poetry in themselves

Play

- most like real life
- characterization by real people re-enacting a story
- conveys emotions well
- can incorporate other art forms such as poetry, song, and visual effects
- usually a one-time performance for the person viewing, unlike poems or songs

Painting

- visual impact hits the senses at an elemental level
- can present several ideas simultaneously
- meaning can be hidden or subtle, and allow multiple interpretations
- can be hung in places where it is viewed constantly (e.g., living room)
- can reach across language barriers
- use of color for mood, symbolism, etc.



ANNOTATED STUDENT RESPONSE Grade 11 Arts and Humanities

Sample 4-Point Response of Student Work

Student chooses the art form of a poem to tell his/her life story.

Student identifies
"perfect meter and
rhyme" as qualities
of some poems and
explains how these
qualities could be
related to life.

Student talks about the requisites for understanding and interpreting a poem and links these requisites to those necessary to understanding his/her life (i.e., "to understand who and what I am").

Student Response

Poetry, I suppose, is one of the greatest things that's ever happened to me. If I were to tell my life story, I'd probably use a poem as a means of communicating the ideas and feeling as an art. A poem can be written with perfect meter and rhyme showing the perfect monotonous of life. But, of course. I wouldn't be able to use that form. A freestyle poem would probably best describe the idea of my life. Having no particular flow, it helps show that I'm not always doing the same thing or am even in the same place. There really aren't any laws concerning poetry. It can be as vicious and harsh or as soft and unharming as it should be. It can be in staffs: one section at a time. It can or does not have to have a definite beginning or ending, as I don't. It can have an overall basic tone as my life has one (attitude). To understand a poem, you must first understand its elements. This again pertains to me; you must know where I'm coming from to understand who and what I am. I believe that poems are judged more harshly by people who don't understand; like I'm judged by people who don't understand me. A poem usually exists for a purpose. I believe that I have a purpose. Each and every poem that was ever written has touched someone somewhere. I believe that I have in some way been an influence somewhere in someone's life. Poems have a unique way of portraying the truth.

Student identifies
"freestyle" (i.e., free
verse) as a quality of
some poems. Student
explains the meaning
of "freestyle" (i.e.,
"having no particular
flow") and how this
meaning relates to his/
her life.

Student identifies additional qualities of poetry (e.g., "does not have to have a definite beginning or ending," "can have an overall basic tone") and explains how some of these qualities relate to his/her life.

Overall, student shows a solid understanding of poetry as an art form and of how this art form can be used to communicate particular ideas and feelings. Student identifies several unique qualities of poetry (e.g., meter, rhyme, free verse, can lack a definite beginning or ending), as well as some general qualities, and clearly explains how these different qualities relate to his/her life story.



ANNOTATED STUDENT RESPONSE Grade 11 Arts and Humanities

Sample 3-Point Response of Student Work

Student chooses the art form of a song to tell his/her life story.

Student identifies a quality of a song (i.e., it can have a chorus) and provides a general explanation of how this quality could be related to his/her life story (i.e., the song's chorus corresponds to the reoccurrence of certain obstacles in his/her life).

Student Response

If I had the choice to tell my life story in a form of literature it would be a song. Songs set moods and paint clear pictures in the mind. As certain obstacles reappear in my life so does the song chorus. Songs can also tell you two things at once. Even though the words have an uplifting effect the music could help you sense the actual sorrow being covered up. The tune can easily change to a point of view completely different from the verse before. The catchy words stay in others heads and play over and over making the message unforgotten. Most people hear song on the radio and feel as if their own life was being discussed. Songs can touch people in ways hands can't. Since most advice given in songs is so broad it give modivation to many different situations.

My life story has many strong points and I believe it could affect people the same way a slow song could.

Student identifies other qualities of a song (e.g., the tune can convey a different mood than the words; verses can have different points of view; words can be "catchy" and stay in one's head) and offers some explanation.



ANNOTATED STUDENT RESPONSE Grade 11 Arts and Humanities

Sample 2-Point Response of Student Work

Student chooses the art form of a painting to tell his/ her life story.

Student explains that a painting can convey ideas and feelings that cannot be conveyed by words. Student does not make a direct link between this quality of a painting and his/her life story.

Student Response

I would choose a painting because of the effect which only a drawing can portray.

A painting enables someone to express their feelings and emotions through color and lighting. A painting can address one's mood by using colors which may apply such as blues and grays to show depression while bright colors symbolize happiness.

Also, a picture is worth a thousand words. Someone can paint which no one could equally describe in words. It's a way to unravel the feeling of a human heart without actually coming out and saying it.

Student identifies
"color" and
"lighting" as qualities
of a painting and
provides some
explanation of how
colors can be used
to express feelings
and emotions.
Student does not
make a direct link
between the
painting's qualities
and his/her life story.

Sample 1-Point Response of Student Work

Student Response

Student chooses the art form of a painting to tell his/ her life story.

If I was asked to tell the story of life I would probably have it done on a painting because on a painting you just don't have to have a certain picture it can have a bunch of things just thrown together to represent my life. Some of the qualities that are unique about painting a picture is the color, shapes, sizes and a lot of other different things that

you just couldn't do in a writing or a poem or

a song.

Student identifies a quality of a painting (i.e., it can have a variety of objects in it) and attempts to make a link between this quality and his/her life story. Student identifies other qualities of a painting (e.g., color, shape, size) but provides no explanation or detail or any link to his/her life story.



INSTRUCTIONAL STRATEGIES Grade 11 Arts and Humanities

The open-response item "Communication" assesses students' understanding that different art forms (i.e., literature, painting, music, and theater) have different unique qualities. The instructional strategies below present ideas to help students explore and master this concept.

Review with students the different types of art forms that have been part of human culture and history. Discuss with students different reasons that the arts have been part of human culture and history.

Discuss with students the characteristics or qualities that distinguish one art form from another.

Discuss with students the fact that criteria for beauty can be different for different cultures and at different time periods.

Have various artists representing one art form (e.g., poetry, music, playwriting) come to the class and speak about their art and the connection of their art to their life. Try to get artists who are more different from each other than alike so that students do not tend to stereotype. Ask the artists to speak about the qualities of the art form that they most enjoy.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Read a short story, listen to a song, and look at a painting that all have the same theme (e.g., love, family, misfortune). Compare how the three art forms express this theme, or choose the art form that you think best expresses this theme and explain why.
- Select the arts form(s) that would best express each of the following themes: love, misery, joy, weariness, anger. Explain your selections. Compare your selections and explanations with those of one or more students.
- Read a short story and a poem that are written in the first person. Based on the short story or poem, describe what you can tell about the narrator's life. Compare the two art forms and how they express information about the narrator's life. Explain why you think each author chose the art form that he or she did.
- Discuss stereotypes of different artists and whether the stereotypes are fair. Discuss the concept of an artistic personality. Does each person have an artist in him- or herself? Explain your answer.
- Choose a famous person who is not a writer, painter, singer, etc. Select the type of art form (i.e., poem, short story, song, play, or painting) that would best express this person's life. Explain your choice by naming some of the qualities that are unique to the form you chose and relate these qualities to the famous person's life.
- Choose a friend or someone you admire. Select the type of art form (i.e., poem, short story, song, play, or painting) that would best express this person's life or personality. Explain your choice by naming some of the qualities that are unique to the form you chose and relate these qualities to the person's life.